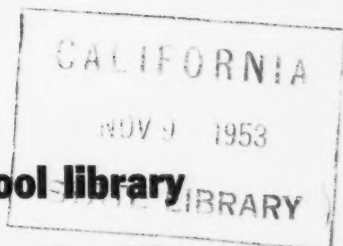


BULLETIN

**of the school library
association of california**



november, 1953

volume 25, number 1

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MEETINGS AND EVENTS FOR 1953/54

SOUTHERN SECTION

BOOK BREAKFASTS

Chairman:	Mrs. Frances Greene
Place:	Boos Bros. Cafeteria, 530 So. Hill St., Los Angeles
Time:	9:30 a.m.
Dates:	October 3, 1953 November 7, 1953 January 9, 1954 February, March, April dates to be announced later.
Program:	Book reviews, talks by guest authors, and reports by globe-trotting libra- rians.

COUNTY INSTITUTE

Place:	Santa Monica City College, 1815 Pearl, Science-Commerce Bldg., Room 236
Date:	October 27, 1953
Time:	7:30 p.m.
Speaker:	Mrs. Agnes Partin
Topic:	What Do You Want Your Child to Read?

LOS ANGELES CITY INSTITUTE

Place:	John Burroughs Junior High School, Auditorium, 600 South McCadden Pl.
Date:	November 5, 1953
Time:	4 p.m.
Speaker:	Dr. R. Bruce McElderry
Topic:	Reading to Live

CHRISTMAS INSTITUTE MEETING (2 Institute Credits)

Place:	Huntington Hotel, Pasadena
Date:	December 12, 1953
Time:	10 a.m.
Speaker:	Esther Waldron
Topic:	In Greener Fields Luncheon Session
Place:	Huntington Hotel, Pasadena
Date:	December 12, 1953
Time:	12:30 p.m.
Speaker:	Dr. Richard Armour
Topic:	American Inside Out

NORTHERN SECTION

WORKSHOPS

Date:	October 10, 1953
Place:	Carlmont High School, Belmont
Topic:	Work Simplification Procedures
Leader:	Mrs. Margaret D. Uridge
Luncheon:	Villa Charter
Author-Speaker:	Mrs. Naomi John Sellers
Date:	January 16, 1954
Place:	Santa Rosa
Topic:	Better Services for Better Learn- ing
Leader:	To be announced
Luncheon:	To be announced
Author-Speaker:	To be announced

Date:	February 27, 1954
Place:	Sacramento
Topic:	Display and Publicity
Leader:	To be announced
Luncheon:	To be announced
Author-Speaker:	To be announced

SPRING MEETING

Date:	May 22, 1954 (tentative)
Place:	Yosemite National Park
Program:	To be announced

STATE MEETING

Date:	November 14-15, 1953
Place:	Stockton

BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

November, 1953

Volume 25, No. 1

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A complete list of committee members will appear in the Directory (January) issue of the Bulletin.

NORTHERN SECTION TO MEET WITH STATE AUDIO-VISUAL ASSOCIATION

The School Library Association of California, Northern Section, will join with the California, Supervisors Association, Bay Section and the Bay Area Elementary Administrators Association for the State Meeting of the California State Audio-Visual Association to be held at Santa Rosa on January 14, 15, and 16, 1954.

The Conference promises to be an interesting and worthwhile meeting and the program will be planned to be of special interest to librarians on Saturday, January 16. It is hoped all Northern Section people will circle January 15 and 16 on their calendar.

PRESIDENT'S MEMORANDUM



THOMAS B. MURRAY
State President

Although precedent might require that this message be eloquent and inspiring, it will be neither. Instead I should like to call your attention to two matters which are of immediate interest to all of us.

One of the first necessities in any practical program to raise the level of school library service in California is a determination of the nature and extent of the existing service. Measuring school library service would require co-operation from many people, certainly from school librarians. Your assistance in such a project is now being asked.

Our association has formally endorsed the survey of California junior and senior high school libraries being sponsored by the California State Department of Education and the California State Library. A questionnaire for this study will soon be

in the hands of junior and senior high school librarians. It has been carefully worked out in order to secure information and to permit tabulation and publication. I should like to ask our members not only to do all that is possible to assure prompt and accurate completion of the questionnaire for their own libraries, but also to encourage its completion in all California junior and senior high schools.

For the second consecutive year we are holding our annual meeting with the California Library Association. The place is Stockton, and the dates are November 14 and 15. The decision to meet again with CLA was carefully made, and the arrangements for handling a joint registration and reservation service should work smoothly. If you have not already made your reservations, please note that one sheet covers both CLA and SLAC meetings.

Stockton can readily be reached from any part of California, and all of us who have had a part in planning the joint meeting would like to urge our members to attend. Our program is closely related to the preceding CLA conference on reading, particularly to the meetings of the section for Work with Boys and Girls on the second day. Participation in both the CLA and SLAC program would make one trip serve a double purpose.

I should like especially to ask all of you who come to Stockton to attend the business meeting on Sunday morning. A number of matters which are of considerable importance will be presented for discussion. Action upon them should reflect your wishes.

IN MEMORIAM TO FRANCES MCKEE

Friends of Frances McKee were grieved at the news of her death on September 22, 1953. She had been librarian at Riis High School in Los Angeles since September, 1947, and had participated actively in the Los Angeles School Library Association, having served several times on the Executive Board.

Following is a tribute to Miss McKee, written by Mrs. Esther Bennett, librarian at Westchester High School, Los Angeles:

"Death, be not proud . . .

For those, whom thou think'st thou
dost overthrow,

Die not, poor Death."

—John Donne, *Divine Poems*

This summer Frances McKee's sister wrote to a friend: "Come home soon if you want to talk to Frances again. She is interested in things eternal." No one could believe that Frances who had been so alive in the summer could be leaving us early in the fall. Her zest for life seems living still.

She has always loved the great things: music of the masters, books of stature, the finest in art. As she traveled or worked or played her beloved piano, one was aware of her high standards; yet they never placed her apart from others. She loved all people without qualification and numbered many of other races and beliefs as her friends. It was her choice and her joy to work with the under-privileged boys at Riis High School and she never lost her understanding of them.

She faced pain and death with an inspiring faith and courage. "It's wonderful to have a sustaining Power to cling to," she said.

"Death, be not proud"—not while we cherish our memories of Frances or gratefully count our lives richer because we knew her.

THE ALA CONFERENCE IN LOS ANGELES, JUNE 1953

ELIZABETH O. WILLIAMS

ALA Representative

California school librarians may look back upon the 72nd conference of the American Library Association at Los Angeles with justifiable pride and satisfaction in its over-all success. Even the weather was favorable and the many reports from our visitors indicate that our efforts to extend California hospitality and good fellowship were greatly appreciated. Our goals could never have been achieved without the wholehearted co-operation of all school librarians, North and South. Every request for help and participation met with a ready response and was deeply appreciated by the local chairmen. AASL President, Mary Lee Keath, wrote that the Los Angeles Conference "far exceeded my highest hopes for it."

The AASL Hospitality Center at the Biltmore was a comfortable and convenient spot for school librarians to meet friends, to talk together, to examine the library publications and displays, or to get information and to make plans for excursions about the city.

Some school librarians arrived early for the pre-conference sessions. Many attended and participated in the Intellectual Freedom Conference at Whittier College. Others enjoyed the stimulating talks and discussion groups of the Institute on Library Work with Children and Young People at the Huntington Hotel in Pasadena.

The high point of the ALA Conference was the reading at the Council meeting of President Dwight D. Eisenhower's letter to ALA President Robert B. Downs, in which he said, "Our librarians serve the precious liberties of our Nation . . . the libraries of America are and must

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SECTION PRESIDENTS



IMA VENABLE
Southern Section President



SIDNEY THOMPSON
Northern Section President

SOUTHERN SECTION MESSAGE

In the world of books and reading—the world of ideas—we often encounter the fungus problem. We place hundreds of books on our shelves which offer great truths—books which are veritable trees of knowledge—hoping that they will be read by those who need them most. We hope to acquaint them with the good literature which grows out of the soil of human experience and interprets our times with reality, so that all may be able to recognize a dictator, to learn the importance of preserving basic human rights, and to live and teach real democratic principles as a means of nourishing loyalty among citizens.

Young readers are our special responsibility. In the school libraries we can influence the attitudes of students by circulating more widely, books which stimulate straight thinking; books which can

(Continued on Page 32)

NORTHERN SECTION MESSAGE

School Library Association of California, with its workshops, committees, editorial contributions, and organization representatives offers the membership varied opportunities for participation. This year the Northern Section program consists of three workshops and an annual meeting at Yosemite. The initial workshop on *Use of W/S in Library Procedures* was held at the Carlmont High School, Belmont. Mrs. Margaret D. Uridge, head of the Interlibrary Borrowing Service of the University of California at Berkeley, gave a talk on the principles of W/S and demonstrated the use of work simplification techniques, which is becoming more widely used in library procedures as the terms become translated into language that can be understood by librarians and non-technical administrators. Principles in application to libraries, particularly the

(Continued on Page 30)

GOOD WILL THROUGH LIBRARIES

FRANCES TOOR



FRANCES TOOR

B.L. and M.A. in Spanish from the University of California at Berkeley. Lecturer and professor of Mexican folklore on the faculty of the National University Summer School of Mexico, and author on travel and folklore.

There has been much criticism recently both verbal and written of the USIS (United States Information Service) abroad. I know best its library branch, which seems to me one of the most useful and dignified of the State Department and I feel that it achieves more than any other branch in good will.

During the war years and since, I have met many good-will ambassadors in Mexico and elsewhere, traveling in style at the expense of the government. Many speak not a word of the language of the coun-

tries they visit. They shake hands and drink cocktails with government officials and converse mostly through interpreters. When they succeed in establishing any good will, which unfortunately is not always the case, it never reaches the people.

The libraries, on the other hand, are a daily valuable service that reaches many of the people, especially those whose opinions and friendship is the most worthwhile—teachers, students, professionals and laymen, who have taken the trouble to learn English. They find reading matter in those libraries that their own lack, and it brings them closer to the people of the United States. It is this English-reading class that has the most influence on the thought and opinions of their respective countries.

Of the USIS libraries in Europe I knew best those of Italy, as I spent over two years there, studying and traveling to collect material for *Festivals and Folkways of Italy*. I was constantly in the company of Italians during that time, and from the many who had a reading knowledge of English I heard nothing but praise of our libraries.

The USIS libraries, however, were not alone in the field. They had strong competition from those of the much older and better-stocked libraries of the *English Institutes*. England, France and Germany began spending money on propagandizing their culture and teaching their languages in foreign countries some decades before we ever thought of it; they found it paid.

During my first winter in the lovely city of Palermo, capital of Sicily, in 1950,

I found the *English Institute* had been doing fine work there for about twenty-five years. Their library, class and concert rooms were housed on one of the upper floors of a centrally-located old palace. My young university friends who knew English had learned it there. They were always going there for something; many had visited England, invited through the *Institute*.

The USIS library was only two years old. The stars and stripes waved from a less pretentious but also centrally-located and more accessible building, and the library was already very popular. There was no money for teachers of English but the demand was so pressing that when I returned two years later, I found some of the personnel giving classes gratis after working hours. I also found that one of my young friends, a lawyer, who had learned his English at the *Institute* and had been to England on fellowships, had also received a scholarship from Stanford through the USIS. His work was so brilliant that Stanford University asked him to return for another year to finish his work for a doctorate. He liked the United States so well that he would have liked to remain there.

Apparently the Italians enjoyed our libraries more than the *English Institute*, for our reading rooms were always crowded; whereas there was plenty of room in those of the English. Our reading rooms, of course, are newer, furnished with more comfort and usually more accessible from the street. In Florence, the *English Institute* has a very good library but it is several flights of stairs up and the reading rooms are musty and uninviting. Our library is also in a fine old palace on the same street, but it is on the ground floor, light and inviting. In Rome the USIS library is right on the famous Via Veneto and at certain hours it is difficult to find a vacant chair in the reading room. The attraction, though, is not only

the location and comfort of the libraries, but also the reading matter. Foreigners are interested in learning more about the United States. They want to know what the people think, what they are like, who are so successful and powerful economically. They like our magazines and the format of our books and their content.

This spring I visited USIS libraries in Cairo, Istanbul and Athens. The State Department had already started on its slashing-of-personnel program in the USIS. From one head I heard the justified complaint that it was being done without thought or selection. Persons who loved the people and the country in which they were working were being sent home, while those who wanted to go home could stay.

This blind selection of employees is nothing new. It exists in all government departments. Only too frequently those who should remain at home are sent abroad. Such cases are always deplorable but they do less harm in the libraries or, at least, do not spoil their popularity. People go to them for their reading matter, which they cannot find elsewhere and cannot afford to buy, especially the technical books.

It is my hope that the efficiency of those libraries abroad will not be tampered with but improved, and that more of them will be established where they are needed. For through them our country can become better known and thus make more friends.

Frances Toor first went to Mexico in 1922 to attend a summer session at the National University. She traveled in remote regions where she became so interested in the culture of the various Indian tribes as well as in the folk art of the rural Mexican artisans that she decided to make her home in Mexico.

Through her sympathetic understanding of the people, their problems, their

(Continued on Page 27)

CLA-SLAC CONFERENCE

JESSIE BOYD

Do you want to encourage reading, and to make your school libraries more effective? Then plan to attend the annual meetings of the School Library Association and the California Library Association in Stockton. In an effort to bring about closer cooperation between school and public libraries, plans have been made for our organization to meet on November 14-15, following the California Library Association meeting scheduled for November 12-14.

Beginning with a two day workshop reading conference sponsored by the California Library Association, there will be an opportunity to hear and discuss why adults, children and young people do or do not read, and the many ways in which community organizations, public and school libraries can encourage more reading for profit and enjoyment.

To be challenged by the keynote speaker Avery Kizer, editorial writer for the Stockton Record, representatives from community organizations will constitute a panel to discuss *Community Concern and Activity with Reading*, to be followed by an afternoon symposium on *Reading for Adults* with Edward Radenzel, San Francisco Chronicle, Julio L. Bortolazzo, President Stockton College and Baxter M. Greeting, Sacramento State College. Friday will be devoted to discussing reading for children and young people. Margaret V. Girdner, Director of San Francisco School Libraries, will serve as panel chairman and Leone Garvey, supervisor of work with children, Berkeley Public Library will keynote the problems as they affect school and public libraries.

Savoie Lottinville, manager of the University of Oklahoma Press and outstanding speaker, will give the Edith Coulter lecture at the annual California Library Association dinner Friday night. It is pos-

sible for school librarians to attend this dinner without attending the reading conference.

The School Library Association of California will begin the annual meeting of the organization with a luncheon, co-sponsored with the Section for Work with Boys and Girls, California Library Association. *The School Curriculum as it Affects Book Selection for School and Public Libraries*, will be ably discussed by Dr. Walter Loban, University of California. Following the luncheon speaker, section meetings on the various educational levels will be held in the libraries of newly built schools. Consultants will represent public libraries, and the leaders and recorders will be school librarians.

The Saturday evening banquet promises to be a delightful occasion with an interesting, informative and humorous talk on *Adventures in Folklore* by Dr. Hector Lee, dean of instruction, Chico State College. Annual business meeting will be held following the Sunday morning breakfast, the annual matters of great concern and interest to school librarians are to be presented.

Advance registration blanks and detailed announcements may be secured by writing to the Convention Bureau, Chamber of Commerce, Stockton, if you did not receive your announcements.

MARGARET GIRDNER LEADS COUNTY INSTITUTE

Margaret Girdner, director, Bureau of Texts and Libraries, San Francisco Public Schools was in charge of a discussion group on *Children's Literature in the Curriculum* at Alameda County Schools Institute, September 3. Mrs. Elsie Holland of the Alameda County Schools Office acted as co-chairman.

READING IS FUN

QUAIL HAWKINS, *The Sather Gate Book Shop, Berkeley*

Book Week this year comes November 15 to 21 and for its slogan has the engaging one of **READING IS FUN**. And so it is, for us who deal with books, though goodness knows we have little enough time to sandwich it in, these busy days. We all try one way or another to inveigle young people into the joys we already have experienced. True, there are some unfortunate ones who will never know the pleasure of reading...but then, some of us readers don't like television yet! Let us not be difficult!

For those who do like reading, this fall's new books for young people are many and varied. As usual, there are some reprints or new editions of old favorites. The Laura Ingalls Wilder Little House books have entirely new make-up with large type, and brighter jackets, with illustrations by Garth Williams, who spent ten years re-doing these ever favorite stories, at the request of Mrs. Wilder. Kenneth Grahame has two new editions, one of *The Wind In the Willows* with the old and four new illustrations by Ernest Shepard, published by Scribners, and one of *The Reluctant Dragon* published by Holiday House. Charles Dickens' *The Magic Fishbone* has new illustrations by Louis Slobodkin, although the old edition with Bedford pictures is still available for those that like it best. Bemelman's *Madeline*, which is temporarily out of print, is promised back early next spring if not before, to go along with the amusing sequel published this spring, *Madeline's Rescue*. *Madeline* is also supposed to come out in the Little Golden Books. We hope they don't ruin one of our favorite books by cutting it.

This fall the new books seem to be arriving earlier than usual, thank goodness. The ones for the younger children are not too profuse, as it is becoming

more and more prohibitive to produce many illustrations in color unless you make a mass production job of it. As a consequence there is less to choose from.

Switzerland has supplied at least two artists for unusual picture books. Alois Carigiet does the brilliant illustrations for Selina Chonz' *Florina and the Wild Bird*, a rhymed tale of the mountains of Switzerland, by the same two who did the delightful *A Bell for Ursli* three years ago. *Pitschi* has no nationality, unless cats have such, but the artist Hans Fischer is a Swiss. He did the charming illustrations for two of Grimm's fairy tales, *The Traveling Musicians* and *Chanticleer and Partlett*, published in England and imported for audiences here. *Pitschi* is a cat of character who learns the hard way that cat ways are best. All cat lovers will want to own, and surely others will want to look.

For very young children comes Ruth Krauss's utterly mad, utterly childlike *Very Special House* with wonderful pictures by Maurice Sendak, which tells of a very special house where a child may do all the things he is never allowed to do in his own house, such as jumping on the beds, painting on the walls, etc. The literal person will not enjoy this, but all with childhood still inside will revel in it. The new Steiner book *Kiki Goes to Camp* is really fun for the very young reader.

One of the most engaging of this year's books is Ruth Sawyer's retelling of the old folktale, *Journey Cake, Ho!* with rollicking pictures by her son-in-law Robert McCloskey. A most felicitous combination, this will add great fun to children's reading.

Hans Andersen has a new, colorful and imaginative interpreter in Marcia Brown's pictures for *A Steadfast Tin Soldier*. She

has a remarkable faculty of changing her style to suit her material, which gives great fluidity to her work.

Magic Maize by Mary and Conrad Buff is a brilliantly colored and unusual picture-story of modern Guatemala. *Mission Bell* by Leo Politi also has an Indian-Spanish cast in its loving recounting of Father Junipero Serra's remarkable adventures in establishing the missions along El Camino Real, told almost oversimply but with the charming stylized illustrations typical of the friendly Leo.

Humor is by no means neglected and for somewhat older children comes Beverly Cleary's naughty *Otis Spofford* who is prototype for so many little boys that every teacher and librarian knows, loves, laughs over, and is exasperated by. Another terribly funny tale for the in-between is *Julie's Secret Sloth* by Jacqueline Jackson, a new author who should be watched for future work. This is her first book, but her knowledge of the workings of the mind of children, and her sense of comedy are excellent.

In a more educational vein, but still fun to read, are several additions to the science field. Wilfred Bronson has done a most remarkable feat in making conservation exciting and interesting in his brilliant *Freedom and Plenty: Ours to Save*, which is plum full of pictures both wise and funny. A long neglected subject has at last been tackled, and will be a real addition to the school library. This is *Sea Shells* by Ruth H. Dudley who lives in Pacific Palisades, and therefore knows the West Coast types. This simply written, and attractively made book, with excellent type, tells about the living creatures as well as their shelly homes.

Several other books on natural history are appearing, one on *Collecting Cocoons* by Lois J. Hussey and Catherine Pessino, and one on *Earthworms* by Dorothy Childs Hogner. There is a new one by McClung on *Tiger: The Story of the*

Swallowtail Butterfly, and Zim has one on *Parrakeets* which certainly serves a need. He also has one coming on *Reptiles and Amphibians* for the Simon and Schuster nature series, and has done another in the Morrow series, *What's Inside the Earth?*

Roy Chapman Andrews has produced a first-rate book in his contribution to Random House's new Allabout series, *All About Dinosaurs*, with very attractive format. Of course books on rockets, jets and space travel are flooding the market, some good, some not so good.

Science fiction, while directed towards older readers, generally, is increasingly of interest to all ages. Winston Publishing Company is doing a whole series by authors who usually write for adults. Andre Norton has written *Star Rangers* which is an elegant tale of life in 8054 on a long lost planet which turns out to be Earth. In *Starman Jones*, Robert Heinlein has done another of his slangy, first-rate science, and very human human beings story. This is a touch sophisticated for the younger reader. The hero has eidetic memory which was lucky for the author as well as his characters who get stranded on an unknown planet with very odd beings indeed. There are several other science fiction tales which we have not yet had a chance to explore. But to an old Verne enthusiast, to say nothing of H. Rider Haggard, the new tales can be taken in stride. Even Freddy the pig has a space adventure in *Freddy and the Space Ship*, or did he?

While boys ramble through space, the girls aren't neglected this fall. There is a new horse story by Dorothy Lyon called *Blue Smoke*. Naomi J. Sellers, a fellow Californian, has done a book in the vein of *Seventeen* in *Cross My Heart*, and a sympathetic and adult handling of negro-white relations is shown in Hope Newell's *A Cap for Mary Ellis*, which is a nurse story also. Mary Stolz has a searching story of a grossly fat girl in *In a Mirror* and the gradual maturing of her heroine's

character till her fatness is no longer necessary as a protection is subtly done.

Eloise McGraw writes an exciting love story of ancient Egypt in *Mara: Daughter of the Nile*. Mara is a slave girl who plays both ends against the middle, spying for two sides until she falls in love.

The usual duplication of material is exemplified this fall in three biographies of Cochise. One by Oliver La Farge, one by Edgar Wyatt and one by Enid Johnson.

Two books, however, stand out for this reader: *The Borrowers* by Mary Norton, the Carnegie Medal book from England, illustrated by Beth and Joe Krush, and *And Now Miguel* by J. Krumgold, with distinguished illustrations by Jean Charlot. Both of these books should be read aloud to be fully savored. *The Borrowers*, which will surely have the same kind of place as *Mary Poppins*, tells of those tiny people who borrow the safety pins, the bobby pins, the paper clips, etc., then disappear so mysteriously, and who worry so about being seen. Their lives are full, and those of the readers also.

Really original in concept *And Now Miguel* is the moving, simple and absorbing tale of Miguel Chavez who is twelve and lives in New Mexico near Taos. He yearns above all else to go with the sheep up the Sangre de Cristo Mountains for the summer. A reflective story, full of the things that children often ponder, especially when they are not the youngest child who has no wants, nor the oldest child who achieves what he wants with ease, but only the middle one who wants, and doesn't know how to get it. Told in the first person, this might be passed up if not properly introduced, but it is much too good a book to let go by without consideration. Don't miss reading it yourself . . . this is surely good enough for Newbery Medal.

Books listed in the order in which they appear in the article:

Wilder, Laura I., *By the Shores of Silver Lake* (Little House), Harper 2.75

Wilder, Laura I., <i>Farmer Boy</i> (Little House), Harper	2.75
Wilder, Laura I., <i>Little House in the Big Woods</i> (Little House), Harper	2.75
Wilder, Laura I., <i>Little House on the Prairie</i> (Little House), Harper	2.75
Wilder, Laura I., <i>Little Town on the Prairie</i> (Little House), Harper	2.75
Wilder, Laura I., <i>Long Winter</i> (Little House), Harper	2.75
Wilder, Laura I., <i>On the Banks of Plum Creek</i> (Little House), Harper	2.75
Wilder, Laura I., <i>These Happy Golden Years</i> (Little House), Harper	2.75
Grahame, Kenneth, <i>The Wind in the Willows</i> , Scribner	2.50
Grahame, Kenneth, <i>The Reluctant Dragon</i> , Holiday	2.00
Dickens, Charles, <i>The Magic Fishbone</i> (Slobodkin illus.), Vanguard	2.50
Dickens, Charles, <i>The Magic Fishbone</i> (Bedford illus.), Warne	1.75
Bemelmans, Ludwig, <i>Madeline's Rescue</i> , Viking	2.50
Bemelmans, Ludwig, <i>Madeline</i> , Simon	2.50
Chonz, Selina, <i>Florina and the Wild Bird</i> , Oxford	3.00
Chonz, Selina, <i>A Bell for Ursli</i> , Oxford	3.00
Fischer, Hans, <i>Pitschi</i> , Harcourt	3.00
Grimm, Jakob, <i>The Traveling Musicians</i> , British Book Centre	1.25
Grimm, Jakob, <i>Chanticleer and Partlett</i> , British Book Centre	1.25
Krauss, Ruth, <i>Very Special House</i> , Harper	1.75
Steiner, Charlotte, <i>Kiki Goes to Camp</i> , Doubleday	1.50
Sawyer, Ruth, <i>Journey Cake</i> , Hol., Viking	2.50
Andersen, Hans C., <i>A Steadfast Tin Soldier</i> , Scribner	2.25
Buff, Mary and Conrad, <i>Magic Maize</i> , Houghton	3.00
Politi, Leo, <i>Mission Bell</i> , Scribner	2.25
Cleary, Beverly, <i>Otis Spofford</i> , Morrow	2.50
Jackson, Jacqueline, <i>Julie's Secret Slob</i> , Little	2.75
Bronson, Wilfred, <i>Freedom and Plenty: Ours to Save</i> , Harcourt	2.95
Dudley, Ruth H., <i>Sea Shells</i> , Crowell	2.00
Hussey, Lois J., <i>Collecting Cocoons</i> , Crowell	2.00
Hogner, Dorothy C., <i>Earthworms</i> , Crowell	2.00
McClung, Robert M., <i>Tiger: The Story of the Swallowtail Butterfly</i> , Morrow	2.00
Zim, Herbert S., <i>Parrakeets</i> , Morrow	2.00
Zim, Herbert S., <i>Reptiles and Amphibians</i> , Simon and Schuster	1.50
Zim, Herbert S., <i>What's Inside the Earth</i> , Morrow	1.75
Andrews, Roy C., <i>All About Dinosaurs</i> , Random	1.95
Lesser, Milton, <i>Star Seekers</i> (One of the Science Fiction Series), Winston	2.00
Norton, Andre, <i>Star Rangers</i> , Harcourt	2.95
Heinlein, Robert, <i>Starman Jones</i> , Scribner	2.50
Brooks, Walter, <i>Freddy and the Space Ship</i> , Knopf	3.00
Lyon, Dorothy, <i>Blue Smoke</i> , Harcourt	2.75
Sellers, Naomi J., <i>Cross My Heart</i> , Doubleday	2.75
Newell, Hope, <i>A Cap for Mary Ellis</i> , Harper	2.50
Stolz, Mary, <i>In a Mirror</i> , Harper	2.50
McGraw, Eloise, <i>Mara: Daughter of the Nile</i> , Coward	3.00
La Farge, Oliver, <i>Cochise of Arizona</i> , Aladdin	1.75
Wyatt, Edgar, <i>Cochise: Apache Warrior and Statesman</i> , Whittlesey	2.50
Johnson, Enid, <i>Cochise: Great Apache Chief</i> , Messner	2.75
Norton, Mary, <i>The Borrowers</i> , Harcourt	2.50
Krumgold, Joseph, <i>And Now Miguel</i> , Crowell	2.75
Travers, P. L., <i>Mary Poppins</i> , Harcourt	2.50

CAPSULE REVIEWS OF CURRENT LITERATURE ON SCHOOL LIBRARIES

MARGUERITE R. KIRSCHMAN, *Bret Harte Junior High School, Oakland*

In reviewing current literature in the school library field it seemed that it is never the startling new item that does the most good, but rather that strength is drawn from a re-statement, a re-emphasis of a well-known fact, or a re-channeling of thoughts along a familiar trail.

Two articles were chosen because of their clever titles from the March, 1953, issue of *High Points*, published by the New York City Board of Education. "Step Into My Parlor" was written by a group of vocational high school librarians, who were quick to point out that the reading specialist was 100 percent right when he compared school librarians to fishermen. Patience is a pre-requisite of both, but one must also include lure and bait. The students of the vocational high schools consisted mainly of: (1) those from very underprivileged homes, (2) those from foreign backgrounds with language handicaps, and (3) those who boasted that they had never read a book. Those librarians offered the following suggestions: sound training in the use of the card catalog and simple basic reference tools; book reviews by the librarian covering a large range of subjects rather than longer reviews on a few books; the greatest co-operation with all teachers who have a clear cut objective in making use of library resources; library clubs which publish a school paper of book reviews; and last and perhaps most important the *personal touch* which involves every trick the librarian could conjure to catch the reluctant reader. The librarians pointed out that no fisherman uses the same bait to catch all fish, so librarians should use all devices to catch the fleeting interests of their students.

The second article from *High Points*, "Safari to the Library," was written by Rebecca B. Weisberg, Junior High School, Number 80, The Bronx. The article described her visit with her seventh grade class to the Nathan Strauss Branch Library on East Thirty-second. From a bleak November day the children found a great contrast in the gay and colorful library. They were especially fascinated by the new books still in their jackets. The librarian caught their interest with a simple questionnaire entitled *Back Talk*. What seventh grader wouldn't thrill to give a little *back talk* about a book instead of a review of it! The title is in itself a challenge to all school librarians; for if we could remember that each class which comes to the library is really *on safari*, it should keep us on tip-toe to make 100 percent use of book collections.

"The Poor Reader, Why?" by Dr. Helen M. Robinson, which appeared in the *Library Journal* of May 15, 1953, is a summary of the paper she delivered before the school librarians of Illinois last April. Poor readers are those two years below their class average or their own potential achievement level. Their interests are in advance of their ability to read; they come to the library only when required to do so and thus they develop emotional and behavior compensations. Most poor readers fail because of inhibiting factors which change from pupil to pupil and Dr. Robinson classifies these inhibiting factors characteristics of the learner and characteristics of the environment. She gives an unusually well thought out list of physical factors and environmental factors. She also presents the theory that from studying the child who

(Continued on Page 25)

SECONDARY SCHOOL LIBRARY SURVEY

The California State Department of Education and the California State Library are co-sponsoring a study of library resources in the junior and senior high schools of California. The survey takes into consideration the selection, acquisition and processing of material; budgeting; personnel; housing and equipment; and administration.

The *Secondary School Library Survey*, which will be mailed to schools within the next few weeks, is one of the first of a series of studies evaluating the overall library facilities of the state. It is important to school librarians, because it serves to focus the attention of school personnel on the function of the library as well as its resources. In order to get a complete picture of the current school library situation, it is necessary to have 100 per cent returns and thus the council of the School Library Association of California urges you to co-operate fully by filling in and returning promptly the questionnaire.

RICHMOND PUBLIC SCHOOLS SPONSOR BOOK EXHIBIT

The Fifth Annual Textbook and Library Exhibit will be held in the Cortes Elementary Auditorium, 627 South Thirtieth, Richmond, February 23-25, according to Mrs. Mary S. Warrenburg, librarian of the Harry Ells Junior High School. Representatives from approximately forty book and map companies will display text and trade editions. Mrs. Lois McMahon, secondary school curriculum co-ordinator; Mary Lowden, elementary school curriculum co-ordinator; Stuart Thompson, director of Audio-Visual Aids Department; and Mrs. Warrenburg are the committee on local arrangements. The public is invited to attend.



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TEEN-AGE READING

VERNON IVES, *Chairman of the Publishers Liaison Committee*

This Report is based on the first comprehensive study of the reading interests and needs of the group variously called young people, young adults, or teen-agers. The study was made in the spring of 1953 by the Publishers Liaison Committee, which is a joint committee of the Division of Libraries for Children and Young People, the American Association of School Librarians, and the Children's Book Council. Its purpose was to gather information from librarians actively working with young people and pass it on to publishers and library administrators, to the end that the young people themselves might have the books they want and need.

The committee sent questionnaires to the entire membership of the Association of Young Peoples Librarians, to a comparable number of librarians of four-year high schools in 32 states, and to all city, county, and state school library supervisors. This report is based on the 283 replies received, a number of which represented pooled opinions of groups, rather than single individuals.

The first part of the questionnaire had to do with the format and general appearance of young people's books. As regards shape and length, the average, novel-size book of a maximum length of 250 to 300 pages is strongly preferred. Oversized books not only present a shelving problem, but in most cases are considered juvenile-looking by readers of high school age. They also want "thin" books—

particularly for book reports! The thickness of a book, which doesn't necessarily mean the number of pages, often acts as a deterrent.

Moving into the body of the book, the first problem is that of end papers. Here publishers print maps and other pertinent data, over which librarians paste circulation material. In spite of the admitted decorative appeal and usefulness of this data, 86 per cent of librarians would rather have it inside the book, since in any case it will be completely lost in rebinding.

On the subject of illustrations, opinion was practically unanimous that they are desirable in biographies, for obvious reasons. In fiction, there was a difference of opinion. Public librarians were evenly divided as to desirability, whereas three-quarters of the school librarians wanted illustrations.

The next question had to do with the size of type. Practically all (93 percent) of the replies said that young people refuse books with small type, and virtually every inexpensive edition of the classics was mentioned as an example. On the other hand, only half of the replies said that young people reject, as juvenile, books with *larger* than average type.

In the field of biography, more books are still needed. But they should be factual, not fictionized. The most requested full-length biographies were those of modern scientists, also stage, screen, and radio stars. . . . There is also a need for collections of short biographies of modern authors and musicians.

The saturation point is being reached in some sport books. There were the most thumbs-down on any more baseball fiction, by 2 to 1 over football stories, the next most saturated area. Factual books

Extracts from Mr. Ives' official and complete report which appeared in the ALA BULLETIN, October, 1953. Mr. Ives, president of Holiday House, gave the verbal report of the committee findings at the AASL section meeting, ALA conference in Los Angeles.

on baseball are also in over-supply. However, sports biographies are still wanted, also how-to-do-it books, particularly in minor sports, which seem to have been rather neglected. In the fiction field, there is still a large need for basketball stories, and a smaller one for hockey.

Career books were not as scorned as had been expected. Librarians agreed that they are read for their story value rather than their vocational information, but the consensus was that they are useful for recreational reading, and frequently lead to a more serious consideration of a particular vocation. In vocational non-fiction, there is a crying need for both autobiographical treatment and for such informal but factual accounts as Russell's *A Lamp Is Heavy*. What vocations need to be covered? In non-fiction, as well as fiction, girls want books about secretaries, airline hostesses, teachers, nurses, and librarians. There were far fewer requests for vocational books for boys, engineering being the only field mentioned often enough to be reported.

The next question, having to do with both good and poor junior novels for girls, was answered by author rather than by title. . . . What elements make the difference between good and poor junior novels? The replies were difficult to classify, but in general what is needed might be called a better balanced diet: more meat in situation, problems, and plots, and less marshmallow in the romance and characterization. In short, more mature fare

In the field of junior novels for boys, the situation changes somewhat. There are favorite authors here, too, but they write on a wider variety of subjects, and each seems to dominate a particular field: Tunis, Meader, Farley, Pease, Kjelgaard. There were many more mentions of individual books than was the case with junior novels for girls, and they covered a wider spread of interests. In boys' fiction,

the most needed elements are reality, more mature approach, greater depth of characterization. And, of course, instead of romance what is wanted is adventure, excitement, and fast-moving action.

In choosing adult books for teen-age collections, the elements of sex, profanity, violence, and brutality strongly preclude the selection of certain titles which would otherwise be acceptable. Such authors as Hemingway and Steinbeck are examples, and such recent best sellers as *The Cruel Sea* and *The Big Sky*. A partial solution to this problem may lie in the authors' own abridgements of books which contain objectionable elements. A successful example of this treatment is the junior edition of *The Big Sky*. What is wanted in books of travel? Of the numerous requests received, 56 percent were for such personal reminiscences as Thomas's *Out of This World*, 35 percent were for the straightforward adult approach like that of *The World in Color* series, and less than 10 percent for the story form of an imaginary trip. The sugar-coating of facts is outmoded. When it comes to plays, we should have more both for study and reading, and for amateur production, with teen-age characters

Teen-agers want factual books on psychology, but they should be only introductory, dealing with elementary facts that help the adolescent make personal adjustments to himself and his family.

In the field of social studies, what subdivisions need helpful books? First, comparative governments; secondly, international relations. When dealing with racial problems, the informal approach is preferred, but there is a smaller need for serious treatment, too. In either case, the simpler the better.

Reprints of complete report are available from the Children's Book Council, 50 West Fifty-third Street, New York 19, New York at 15c a copy.

USE OF W/S IN LIBRARY PROCEDURES

MARGARET D. URIDGE, *Librarians' Group for W/S*

Work simplification is just what it says it is...simplifying work. Figuring out how to do the job in an easier way, thus saving your time and your energy...turning out more work with less fatigue.

Does the paper-work of your job sometimes overwhelm you? It does us—that's why we became so interested in finding some way to control it, rather than have it control us. Work simplification is such a method of control. Furthermore, it can also produce a clearer presentation of what you actually *do* on a job—and present it graphically so all can understand.

What Is W/S?

W/S is the simplified symbol for *work simplification*! It is applied common sense to the analysis of a job, to the improvement in the method of doing that job, and often to the re-arrangement of equipment or the designing of new equipment to enable the job to be done more easily.

During the last fifty years industrial engineers have developed techniques to make it easier to do this analysis and re-organization. These techniques have been productive money-wise when applied to large operations, so the emphasis has been there. But the same principles can be as effective in any operation which has repetitive work. And, though librarianship is a service profession, not engaged in profit making, it has a great many repetitive operations to which the W/S techniques can be applied.

Meredith Bloss in his article titled "Is Book Flow too Slow," in the *ALA Bulletin*, July/August, 1953, says very pertinently: "We have as librarians a bigger job to do than paper work, but we have to solve the paper work first, or else it seems to me, we shall never get beyond it." So let's use the W/S techniques to get

beyond our paper work, by doing some analyzing on paper first!

How Is the Job Done?

There are many techniques in W/S, but here are six specific ones that we have found useful, and simple, in the analysis and re-organization of library work. They are called: TASK LIST, ACTIVITY LIST, WORK DISTRIBUTION CHART, PROCESS CHART, FLOW DIAGRAM, and PROCEDURE ANALYSIS CHART. They are all means of presenting your job simply, to yourself or to others, so that you can analyze it more easily.

Co-operation is important. So have your assistants, and even though you run a *one man* library you do use student assistants as part time clerical help, get into the act too. For one of the essential *musts* in any work simplification program, no matter how small, is to have all those doing the job work out the techniques together. Thus they understand what is being done.

What Do Employees Do?

TASK LIST

Have each of your assistants, and yourself, write out a *Task List*. This is simply listing in order, on a ruled sheet, each specific task or operation that *you do* during the day. Here are the guides in making a Task List: (1) List each specific task you actually perform. (2) Be sure to list *all* the things you do during the regular work week (e.g. you may have a conference with the English teacher just once a week, but don't forget it—list it). (3) *Be brief*—just state the operation, *don't* describe *how* you do it. (4) Number each task separately, in sequence as listed. (5) Enter the *average* number of hours per week spent on each task. (6) Add the number of hours for each task

and enter the total hours worked during the week. And, be sure to include the time-out as an entry in order to bring your total number of hours to the total you are supposed to be on the job.

Have each assistant make one for you of what *he* does (or thinks he does) in his own words.

ACTIVITY LIST

An Activity List is the combined jobs from your Task Lists, organized into types of jobs performed. Shown is an Activity List that applies to most libraries. Each of the headings can be broken down into sub-headings, as the Cataloging has been. These are arranged in simple outline form, using outline numbering principles.

ACTIVITY LIST

Major Activities in a Library:

- A. Selecting, Ordering, Receiving
- *B. Classification and Cataloging (see Sub-activities below)
- C. Circulation
- D. Reference and Readers Advisory Service
- E. Library Service to Groups
- F. Public Relations and Publicity
- G. Administration

Sub-activities in a Catalog Department:

- *B. Classification and Cataloging
 - 1. Classification and Subject Headings
 - 2. Descriptive cataloging
 - 3. Preparation of cards and materials
 - Card preparation and revision; adding and card correction; materials handling (labeling, book cards, pockets, etc.); filing.

The outline numbering is an easy tool for typing your Task List into your Activity List, by putting the appropriate number against each item on the Task List.

WORK DISTRIBUTION CHART

From the Activity List and Task Lists you make a Work Distribution Chart.

The one given here is only a small portion of a larger one. Don't be surprised if you find, even with your few assistants, that it goes onto several pages.

Here you have down in chart form arranged by activities a listing of what you do and what each of your assistants does, and how much time each activity takes. Now *study it!* Ask yourself the questions listed at the bottom of the chart. When you have answered these you have analyzed your job by what people do and have taken a large step forward in improvement and possible re-organization of your work.

What Is Done?

We have examined the job from *what people do*, now let's take a different angle to see *what is actually done*, in order to get the job accomplished. The Work Distribution Chart shows your division of work. The *Process Chart* shows you the

SERVING

**The Great
San Joaquin Valley**

as

**LIBRARY
BOOKBINDERS**

**Valley Library Bindery
Fresno, California**

WORK DISTRIBUTION CHART

Unit Charted: Catalog Dept.

Charted By: J. White

Activity Number	Activity	Hours			Tasks	Hours		
		Total	Per Week	Per		Total	Per Week	Per
B	Classif. & Cataloging	42	27	15		24		15
1	Classif. & Subj. Headings	17	17		Assign classif. nos. & subj. headings	14		
2	Descriptive Cataloging	8	8		Type master cat. card	8		
3	Preparation of cards and materials	17	2	15	Revise cards and materials	7	Type dup. cards, bk. card letter, label, process file cards	10 3 2

Analysis: What takes the most time? Should it take the most time? Is there misdirected effort? Are skills used properly? Are there too many unrelated tasks? Are tasks spread too thinly? Is work distributed evenly?

Note: As employees perform duties in other departments their hours shown on this chart do not total 40 hours per week.

PROCESS CHART

PROCESS CHARTED (TYPE) Receiving New Books SUBJECT McHenry P.L.

CHART BEGINS Books Delivered to Library CHART NO. 1

CHART ENDS Books Distributed to Catalogers CHARTED BY CHW

PART NO. DWG. NO. DEPT. Catalog DATE 16 May '53

SHEET OF

SUMMARY								
CURRENT METHOD			PROPOSED METHOD			DIFFERENCE		
NO.	TIME	DIST.	NO.	TIME	DIST.	NO.	TIME	DIST.
<input type="checkbox"/> OPERATIONS	4							
<input type="checkbox"/> TRANSPORTATIONS	4	75'						
<input type="checkbox"/> INSPECTIONS	2							
<input type="checkbox"/> DELAYS	3							
<input type="checkbox"/> STORAGEES								

DIST. IN FEET TIME IN MINS. CHART SYM-BOLS

PROCESS DESCRIPTION Current METHOD

	1	Box of books delivered to library
	2	Box waits for janitor
60'	3	Box delivered by janitor to bookkeeper's table
	4	Box waits for bookkeeper
	5	Box opened by bookkeeper
4'	6	Books moved from box to bookkeeper's desk
	7	Books are checked against invoice
	8	Books are checked against orders file
	9	Verse of title page checked for LC card no., if needed
	10	Books are stamped with property mark
	11	Books are separated by three categories
	12	Books are moved to cataloging shelves:
25'		(J) juveniles go to Children's department
3'		(F) fiction moves to nearest shelf
4'		(N) non-fiction moves to Cataloger's shelf
	13	Books wait for cataloging

sequence of work, a step by step account of how each job or process is done.

PROCESS CHART

To simplify the recording of each job, and eliminate verbiage, symbols are used to show the type or element of work that is each step. These symbols represent the five elements into which all work can be divided. They are as follows (see chart):

Operation (doing). Operation occurs when an object is intentionally changed in any of its physical or chemical characteristics, is assembled or disassembled from something, or is prepared for an operation. Getting information, planning, calculating, also are operations.

Inspection (verifying, revision). Inspection occurs when an object is examined for identification, quality, quantity, or comparison of accuracy.

Delay (waiting). Any waiting not an operation is a delay. Letters waiting for signature, books waiting for shipment, are delays; freshly shellacked books drying are an operation.

Storage (keeping). When an object reaches an assigned resting place it is stored. Letters in a file, books in the stacks, charge cards in a file, tools on a rack—all are stored.

Transportation (movement). Transportation occurs when an object is moved from one place of work to another.

Special forms are not necessary for Process Charts, but they do make it easier. The form shown could be drawn on hectograph or mimeograph, to produce enough working copies. Again, have the person (or persons) doing the process fill in the chart. Start with the action that initiates the process, list it with the appropriate symbol. (Templates, i.e. plastic rulers with the symbols cut out for tracing, are obtainable.)* Then in sequence list every step of the process, giving the symbol in the column to the left. Also note the *average* time each step takes, and

beside the transportation symbol, the distance any object is moved. Note especially the time for the delays. Limit each space to one step. Describe the action which ends the process. Then review the process, making sure it is complete. Be sure that you have followed *only* the material so that "the book is carried" *not* "the typist carried the book." In the Process Chart given here we are interested only in what happens to the book, not in who does it or what the people are doing. Then, add up the total number of each element of work, and put these totals at the top of your page.

After you have made your chart—look at it—analyze it. See how easy it is to spot the five elements of work by looking at the distinctive symbols and not having to read each statement!

Now: Look for ways to *Eliminate* steps; *Combine* steps; *Re-arrange* in different sequence; or *Simplify* the sequence or op-

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erations—to do the job more expeditiously and more easily, more logically. These are the four major tools of W/S analysis: *Eliminate, Combine, Re-arrange, Simplify*. In that order. For, if you can eliminate, you don't have to bother with any of the others!

Next: Ask yourself the following questions about *each step* that remains on your Process Chart: **WHY** is this step necessary? Can it be *eliminated*? (Don't be misled by an excuse when you're looking for a reason!) **WHAT** is done? What should be done? **WHERE** is it done? Where should it be done? **WHO** is doing it? Who should do it? **HOW** is it being done? Can it be done better differently, with other equipment or a different layout?

Then: Look at the process as a whole again. Are there too many Delays? Too many Transportations going too far and taking too long? Are there too many Revisions (Inspections)? These three elements are your trouble-makers, your leaks in time and energy.

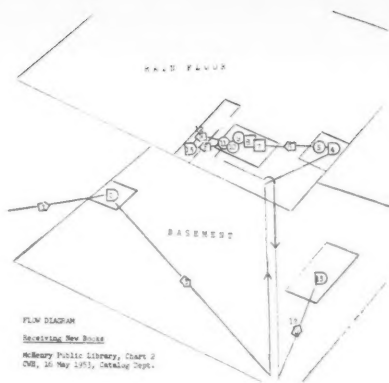
Where Is It Done?

After noting on your Process Charts what is done, examine the arrangement of your library and your work-space. Is this arrangement causing trouble? Does it impede the easy flow of work?

FLOW DIAGRAM

To help you see the arrangement of your equipment and floor-space, make a Flow Diagram. Do it on graph paper, to scale, so you get the proportions correctly and can see the distances, as well as the back-tracking. Draw in the desks involved in a process, and by using the numbers from the Process Chart, show each stop on the Flow Diagram. The Flow Diagram given here is based on the Process Chart shown previously.

When your Flow Diagram is made: examine it for back-tracking, for frequent trips, and for distances. Are they neces-



sary? Could some of these transportations be *eliminated* by dropping those stops out, or by *re-arrangement* or by *combining* of some steps in the process? Move your furniture around on paper to see if the flow of work is simpler. Then, when it is, re-organize your library to suit! Remember, however, where equipment is also being used by others for different processes, their use may outweigh the decision to re-arrange for the particular process being studied.

What Is Done by Whom?

A combination chart that can show what is being done, and also by whom it is being done, and follow through a rather complicated procedure (such as following all copies of a multiple copy requisition form), so one can see all people and steps involved, is the Procedure Analysis Chart.

PROCEDURE ANALYSIS CHART

This is really a form of a Process Chart, or several Process Charts tied together, divided by the people working on the process. Usually no form is needed for these charts, they are drawn on a "clean sheet of paper," using the symbols to show the element of work for each step. The Procedure Analysis Chart shown here, however, is on a useful form.* The time

CHART BEGINS: Books have been placed on appropriate cataloging shelves

CHART ENDS: Books are transported to mechanical preparation area

16 MAR 1981

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1-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-10

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	<u>CARD STOCK</u>		○		Type catalog cards	○		Checks name, subject head & classification	○		Goes back to desk
	Blank card stock cards		○		Type pocket & book card	○		Goes back to desk	○		(Assigns classif., headings; Types catalog cards)
	Library of Congress cards		○		Mark blurb for cutting	○		Assigns classification & subject headings	○		Types pocket and book card
			○		Assemble book, cards, etc.	○		Type additions to unit card	○		Types out blurb
			○		Deliver to Cataloger for final inspection	○		Type pocket and book card	○		Puts cards in filing reservoir
			○			○		Put cards in filing reservoir	○		Assembles book etc.
			○			○		Assemble book, book card, pocket, jacket	○		Delivers book etc. to mechanical preparation area.
			○			○		Deliver book to mechanical preparation area.	○		
			○			○		Lays out cataloging	○		
			○			○		Inspects cataloging	○		
			○			○		Puts cards in filing res.	○		
			○			○		Reassemble book, book card, pocket, jacket	○		
			○			○		Deliver to mechanical preparation area	○		

for each step, particularly the Delays and Transportations, should be noted, and also the distances for the transportations (not noted on the Chart shown, however).

The Procedure Analysis Chart is particularly useful in following a form that goes through several people's hands before completion. When your Chart is finished, review it and analyze it as with the Process Chart: What can you *Eliminate*, or *Combine*, or *Re-arrange* in sequence, or *Simplify*? Then ask for each step the questions: *Why*, *What*, *Where*, *Who*, *How*? as with the Process Chart.

Re-organization

If you decide to re-organize your routines, processes and procedures—make Process Charts and Procedure Analysis Charts of your new routines. They are excellent training devices, and also useful as supporting evidence for requests for new personnel and increased budgets. Flow Diagrams are helpful with architects in planning a new library. If you plan to have copies reproduced for showing draw them on engineering tracing paper as mistakes can be easily erased and ozalid copies can be made inexpensively.

Motion Economy

Last but not least, after you have made these charts, analyzed them and plan your re-organization with new charts and simplified processes, then study your own working habits—and later, those of your assistants. Look at your desks and the arrangement of your "tools" on them. The following principles of Motion Economy are helpful to remember:

Materials and tools should be located for the best sequence of motions.

Tools, materials and controls should be located around the work space, and as close in front of the worker as possible. People naturally work in areas that are bounded by lines which are arcs of circles. Your tools that are frequently used should be within easy reach, within the first arc.

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The operator should always be able to find tools and materials in the same location so that he doesn't have to *think* where they are or hunt for them but can automatically reach (and find) even with his eyes closed.

Do you remember *Cheaper by the Dozen* and *Bells on Their Toes*? Those were Motion Economy and W/S success stories, about the pioneers in the field, Frank and Lilian Gilbreth who practiced what they preached even at home—and it was fun. Let's hope it is fun for you, too—as well as helpful!

*Blank forms for Process Charts and Procedure Analysis Charts may be purchased for 5 cents each from California Book Company, Bancroft and Telegraph, Berkeley 4, Calif. The plastic ruler with the cut-out symbols for tracing (called a W/S template) may also be purchased from them for 15 cents each.

A Selected List of Introductory References On W/S

1. Art. Metal Construction Company, Jamestown, N.Y., *Office Standards and Planning Book*, 1951, 97 p.
2. Hardware Mutuals, Stevens Point, Wisconsin, *The How Book of Work Simplification*, c1947, 24 p.
3. Illinois University, Business Management Service, *Putting Work Simplification to Work*, by H. S. Hall, 1951, 58 p.
4. Kingery, Robert, "A Management Engineering Look at Cataloging," *College and Research Libraries* (January 1953), pp. 52-56.
5. Pierce, W. O. *Work Measurement in Public Libraries, Report to the Director of the Public Library Inquiry*, Social Science Research Council, 1949, 238 p.
6. Triay, Allen, *Applications of Industrial Engineering Principles to Library Clerical Operations* (1952) (Available from Mrs. Edith Francis, Librarian, Northrop Aircraft, Inc., Northrop Field, Hawthorne, California).
7. U.S. Dept. of the Army, *Techniques of Work Simplification* (Army pamphlet 20-300), Washington, D.C. June 1951, 22 p.
8. U.S. Bureau of the Budget, *Process Charting, Its Use in Procedural Analysis* (Management Bulletin), Washington, D.C., November 1945, 21 p.
9. U.S. Bureau of the Budget, *Work Simplification as Exemplified by the W/S Program of the U.S. Bureau of the Budget*, Chicago, Public Administration Service, 1945. (Public Administration Service Publication No. 91.) (Reprint of five Bureau of the Budget pamphlets on W/S prepared for use in training first-line supervisors. Titles are: "Specifications for an Agency W/S Program," "Trainer's Guide to the W/S Training Sessions," "Supervisor's Guide to the Work Distribution Chart," "Supervisor's Guide to the Process Chart," and "Supervisor's Guide to the Work Count.")
10. Wight, Edward, "Separation of Professional and Non-professional Work in Public Libraries," *California Librarian* (September and December 1952), 16 p. (Reprints available, 25 cents, from Mrs. Edna Yelland, Exec. Sec'y, California Library Assoc., 829 Coventry Road, Berkeley 7, Calif.)

NEWS NOTES

BAKERSFIELD: Mrs. Avis Grosslein replaces John Wetzler as librarian at the Arvin High School. Mr. Wetzler transferred to the teaching staff. Bernice Bradon, who returned from a leave of absence spent in European travel, has resumed her position as librarian of West Bakersfield High School. Wasco Union High School's new library has a seating capacity for ninety-six readers and a conference room for twenty students, according to Mrs. Thelma Harrington, librarian. Mrs. Camea Woodruff, formerly librarian at the East Bakersfield High School, is now the librarian of the new North of the River High School. Mrs. Christine Mashtaire, who has been on leave, has

returned to the East Bakersfield High School Library.

LAGUNA BEACH: Mrs. Rozetta Cardwell is the new librarian of the Junior and Senior High School in Laguna Beach. She previously served in US libraries abroad.

SANTA BARBARA: Maybelle Davis has retired as librarian of Santa Barbara High School. Mrs. Olma Bowman, who comes from Evanston Township High School, Evanston, Illinois, succeeds her. Construction is scheduled to begin early this fall on a new library at La Cumbre Junior High School, Santa Barbara. Alice Torkelsen is librarian.

CAPSULE REVIEWS —

(Continued from Page 15)

succeeds in spite of his handicaps we may learn another approach to the problems of remedial reading. Dr. Robinson believes that the school has a responsibility to prevent and to correct reading difficulties. The school librarian has a responsibility to get the right book to the right child.

From this article it was a natural step to "Bring Together the Right Child and the Right Book" by Mary Harbage in the *NEA Journal*, February, 1953.

School Libraries—How to Improve Them is a free publication of the State Teachers College of Kutztown, Pennsylvania; here one can find, in twenty-seven pages, much sound library sense and a re-emphasis of the potentialities of our profession.

Its terse introduction sets the pace of this Bulletin by stating its value to boards of education, to show them what contribution school libraries can make; to school administrators, to give them a summary of accepted standards and goals; to teachers, to get the greatest benefits from both the *library* and the *librarian*; and to librarians, to review the philosophies and principles of librarianship.

This article digests much of the Evaluative Criteria to secondary schools in accord with the standards of The Middle

States Association of College and Secondary Schools, and it suggests a yardstick to measure a library.

The section by Ralph A. Fritz, Director of Library Education, entitled "The Keep of the Books" states that books are for use and they should not be retained longer than is necessary for processing. He prefers to call librarians *givers* of books. With this in mind Mr. Fritz lists the qualifications of a school librarian: "one who has acceptable appearance, health, vitality, personality, intelligence, ambition, and tact; one who likes both books and people, especially youngsters of the age of her pupils." In discussing the training for librarianship, Mr. Fritz recommends a general college education, teacher training, and professional library education. He divides the librarian's duties into three general categories—work with books and materials, work with teachers, and work with children.

Helping Teachers Use a School Library is a section stressing the areas for cooperation between teachers, administrators, and librarians—book buying and selection, curriculum making, pupil control and behavior, and planning and administering library rules and regulations.

Mrs. Cecile Bolin Christian, formerly librarian at Washington High School, San Francisco, is now librarian at the McClesney Junior High School, Oakland.

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GOOD WILL THROUGH LIBRARIES —

(Continued from Page 9)

literature, their art, she made her home a cultural center.

In 1925 she founded and edited, until 1937 when it went out of print, *Mexican Folkways*, an illustrated, bi-lingual (Spanish-English) magazine, of great interest to anthropologists, artists and laymen, as well as to the Mexicans themselves.

Frances Toor's *New Guide to Mexico* has been revised and kept up to date since 1933 and has become a "must" for tourists to Mexico. Also very popular is her *Easy Spanish for Mexico and All Latin America*, which is often used in United States high school classes to stimulate conversation. It is to be regretted that *Mexican Popular Arts* and *Modern Mexican Artists* are among her publications that are out of print.

A *Treasury of Mexican Folkways*, a thick, handsomely and richly illustrated book, appeared in 1947 (Crown Publishers, New York). It was a best seller and is widely used by teachers and students as well as by travelers to Mexico. After the publication of this book, the Mexican government rewarded Frances Toor with the "Aguila Azteca," the highest decoration given to foreigners for distinguished services to Mexico.

The publication of *Three Worlds of Peru* (Crown, N.Y.) followed her sojourn to South America; *Festivals and Folkways of Italy* (Crown, N.Y.), her most recent book of travel and folkways, is the outcome of her two years' stay in Italy.

Frances Clarke Sayers spoke to the Oakland Librarians, October 14 and joined the San Francisco group for a meeting on the next day. Miss Sayers, under the auspices of the F. E. Compton and Company, tours the country lecturing to library schools, departments of education and larger city school systems on children's literature.

WEST CONTRA COSTA JUNIOR COLLEGE: Mrs. Margaret Stroberger recently has been appointed assistant librarian for West Contra Costa Junior College, according to Barbara Cope, librarian. Mrs. Stroberger is a graduate of the University of Washington School of Librarianship and is currently working towards a Masters of Science degree in English at the University of California, Berkeley. She has recently been employed as a children's librarian in the Bellingham, Washington and Berkeley public libraries.

Dr. Frances Lander Spain, formerly Assistant Director of the University of Southern California School of Library Science, is now Supervisor of Work with Children at the New York Public Library. Harriet Howe is now serving as acting director of USC Library School. Formerly she was Director of the University of Denver School of Librarianship.

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ALA CONFERENCE —

(Continued from Page 6)

ever remain the homes of free, inquiring minds. To them, our citizens . . . must ever be able to turn with clear confidence that there they can freely seek the whole truth . . . for in such whole and healthy knowledge alone are to be found and understood those majestic truths of man's nature and destiny that prove, to each succeeding generation, the validity of freedom."

The meetings of the AASL were well attended beginning with the joint reception of DLCYP and AASL members on Monday afternoon through the final Board meeting on Friday evening. School, children's and young people's librarians gathered together at the University Club early on Monday of the conference week to renew old friendships and to make new ones. California authors were honored guests.

SLAC was responsible for the gala breakfast meeting on Tuesday. Strolling Spanish musicians strummed their guitars and sang, while Spanish señoritas, in gay costumes, pinned flowers on each guest. State assembly members reported their school library activities. Trends noted were: the expansion of school systems and the growing need for school libraries, the advancement of the elementary school library, the development of state school library standards, and the progress in obtaining school library consultants in state departments of education. Vernon Ives, president of Holiday House, reported on the findings of the questionnaire of the Joint Publisher's Liaison Committee on the reading habits of young people.

The Newbery-Caldecott award banquet was a memorable occasion with talks by Ann Nolan Clark and Lynd Ward, recipients of the medals. Peruvian and French-Canadian folk songs were presented, honoring the prize books.

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nesday afternoon concluded with a tea, at the Charles Evans Junior High School in Long Beach, through the hospitality of the Long Beach librarians.

The School and Democratic Education was the title of the address by Dr. Lynn White, Jr., president of Mills College, on Thursday afternoon. Dr. White developed the theme that "to achieve a democracy with high cultural vitality, the gifted must be sought out and challenged to their best efforts . . . the flowering of genius has arisen whenever there was, among the people, a widespread enthusiasm for specific creative activities." Dr. White also discussed controversial literature, concluding that "the problem is not new, only the areas of controversy have changed." He spoke against indoctrination and exclusion of books. He said, "Freedom of the mind to explore is the unique glory of the democratic system."

LONG BEACH: New elementary library appointments include: Gloria Baxter, Frieda Eres, Dorothy Hodges, Genevieve Klueh, Lois Londes, Mary McGovern, Virginia Pease, Deborah Quirke, Corinne Riggs, and Carol Sanborn. Secondary appointments: Mildred Adams, Carolyn Burch, Ruth Moeller, and Barbara Ringheim. Library office appointment: Florence Pfeiffers. Transfers include: Irene Rich to Buffum, Mrs. Frances Meadows to Burnett, Clara Josselyn to Field and Cleveland, Helen Seybold to Starr King, Mildred Bakke to Hamilton, Marjorie Ray to Lindbergh, and Mrs. Ima Venable to Franklin. Dorothy Smith has returned from a sabbatical leave.



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NORTHERN SECTION MESSAGE —

(Continued from Page 7)

small library, were explained. The second workshop, *Improving Our Total Instructional Program* is a joint conference of the School Library Association of California, Northern Section; the California School Supervisors Association, Bay Section; the California Elementary School Administrators Association, Bay Section; and the Audio-Visual Education Association of California. Added attractions will be nationally recognized authorities of interest to these groups and also commercial exhibits. This meeting will be held in Santa Rosa. The third workshop, *Display and Publicity*, will be held in Sacramento. At this time we can give you no further information on it.

Our state meeting is in conjunction with the California Library Association based again on the workshop plan with the theme, *Reading Guidance*, which includes reading for children and young people. Special speakers will take part in the panel discussion.

With these varied programs in scattered geographic locations, and joint conferences with affiliated professional and educational organizations, this may truly be the year of *participation by all*.

LOS ANGELES: New appointments: Mrs. Bethel M. Breckenridge, Muir Junior High School; Mrs. Jane Cavette, Fulton Junior High School; Robert J. Halcomb, Van Nuys Junior High School; Mrs. Selma P. Haytema, Wilmington High School; Mrs. Nancy O. Jouett, Lincoln High School; Richard D. Mohan, Marshall High School; Mrs. Velma E. Nelous, Jordan High School; Mrs. Mary G. Roessler, Los Angeles City College; Mrs. Gloria Sturgis, Riis High School. Mrs. Esther Waldron, who returned from a year's leave of absence spent in study in Europe, was appointed head librarian at Los Angeles City College. Transfers: Dorothy Adams, Wilson High School; Mrs. Ethel

Blumberg, Dorsey High School; Alma Fricke, Birmingham Junior High School; Mrs. Rose Pauley, Metropolitan High School. On leave: Mrs. Maria L. Derry, Mrs. Rosemary Fitzpatrick, Mrs. Violet Gering, Mrs. Gene W. Lewis, Nance O'Neill, Mrs. Ruth K. Reynolds, and Mrs. Barbara Weston. Retirements: Gladys Green from Los Angeles City College and Helen Estill from Muir Junior High School.

PASADENA: S. Helen Damron, formerly of the Temple City Junior High School, has joined the staff of Pasadena City College as reserve room librarian. Harold Kime succeeds Miss Damron in her position at Temple City.

RIVERSIDE: New librarians include: Catherine Cornell, assistant librarian, at Polytechnic High School; Mary Meyer, assistant librarian, Elementary Schools Library.

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SAN DIEGO COUNTY: New appointments and personnel changes in San Diego County are the following: Rosamond F. Cook, formerly assistant librarian, Fundamental Education Center for Latin America, sponsored by UNESCO, Patzcuaro, Mexico, now is cataloger for San Diego School Library services; Mrs. Irma Sue Durr, Kearny Senior High School; Mrs. Dorothy Isom, San Dieguito Union High School, Encinitas; Shirley Hopkinson, La Mesa Junior High School, La Mesa; Emma Marie Perce, San Diego High School; Cecelia A. Piesinger, formerly at Kearny Junior-Senior High School, now at Montgomery Junior High; Hazel A. Pulling, San Diego Junior College; Thelma Reid, formerly field representative of the California State Library, now chief librarian, San Diego City Schools; Mildred Weakley, formerly at San Diego High School, now at Mission Bay High School.

Eleanor Beach is the new high school librarian at Whittier, California. Mrs. Emily Carr Lamar has recently been appointed supervisor of the Palo Alto City School Libraries. She replaces the late Mrs. Florence Mendenhall. Elsie Gates is working towards an advanced degree in librarianship at the University of Denver. She is on a year's leave of absence from her position as librarian of the Franklin High School. William Parker is the newly appointed librarian of San Jose High School. Mrs. Fern Davis has recently been appointed district librarian for the Pittsburg Unified School District. Mrs. Phoebe Smith and Mrs. Margaret Carrithers have been appointed building librarians for the elementary schools.

Robert Cross is now librarian of the Petaluma Junior High School; Bernice Richter, Cornell Elementary School, Albany; and Rose Krauss is assistant librarian at San Francisco City College. Miss Krauss is substituting for Mrs. Katharine Pedley, who is on a leave of absence for travel in the United States and Europe.

SAN FRANCISCO: New appointments: David Le Clair, George Washington High School; Mrs. Marilyn Bergen, Polytechnic High School; Edith White, Aptos Junior High School; James Boykin, Francisco Junior High School; Donna Mae Hendrickson, James Denman Junior High School; Mrs. Grace Finerman, Presidio Junior High School; Mrs. Berna Simoncelli, Catalog Department and the Teachers Library; Lenore Kjos, Anza Elementary School. Norma J. Rider transferred to the Everett Junior High School. Marie Carroll, Polytechnic High School, is in Europe on a sabbatical leave; Mrs. Catherine S. Chesnutt, Marina Junior High School, spent the summer in Guatemala; Bess Landfear, Audio-Visual Department, vacationed in Mexico. Maxine Books is now Mrs. Raymond Driscoll. Mrs. Roberta Milani Douglass is the mother of a daughter, Laura Marie, born September 12.

SACRAMENTO: Personnel changes include: Bernice Braden, formerly librarian of American Legion Elementary School, has been appointed Consultant in Library Science; Dorothy McGee, librarian of Theodore Judah Elementary School, was transferred to C. K. McClatchy Senior High School Library as assistant librarian; Jeanette Craig, formerly assistant librarian at C. K. McClatchy Senior High School, is now librarian of the school; Katharine Leithold, formerly librarian of C. K. McClatchy Senior High School, resigned and is now serving in the Reference Department of the San Mateo Public Library; Josephine Seely is the librarian of Hollywood Park Elementary and Junior High School. New teacher-librarians in the elementary schools are: Marguerite Neal, American Legion; Beth Farmery, Caleb Greenwood; Arthur Weil, El Dorado; Carolyn Barnett, Fremont; Norma Thorley, Jedediah Smith; Edna Mae Chlarson, Riverside; Carol Hill, Sutterville; Robert Veach, Theodore Judah.

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Only names of members who have paid by December 1 will appear in the January Directory issue of the BULLETIN.

AMEND RECEIVES PTA CHILDREN'S LIBRARIAN FELLOWSHIP

A \$1000 Children's Librarian Fellowship has been awarded to John David Amend, Albany, a graduate student in the School of Librarianship, University of California, by the California Congress of Parents and Teachers.

Funds for the fellowship were provided by the State Parent Teachers Association to stimulate interest in the professional training of children's librarians.

SOUTHERN SECTION MESSAGE —

(Continued from Page 7)

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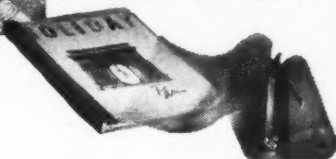
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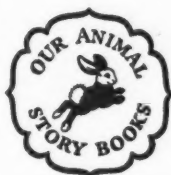
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